

Education Managers Webinar: the Planned Language Approach (PLA)

Ruth Reinl: We're going to start. It's 2:00 p.m., and I want to welcome everybody to the Education Managers Webinar: the Planned Language Approach (PLA). I'm Ruth Reinl, and I'm absolutely delighted to be representing the National Center on Early Childhood Development, Teaching, and Learning or, as we like to say, NCECDTL.

I'll be presenting today's webinar that's in the Education Managers Webinar, and it is called the Planned Language Approach, something that's very near and dear to my heart about reaching all children, including dual-language learning -- learners, when we are providing high-quality language and literacy services. So before we begin, I'd like to go over some information regarding the webinar. I know people were a little stressed about the sound. I'm hoping it's good.

The first thing I want to say is if you called on the phone, make sure your audio is on high. Also, if you have called in or have just used the link on the computer, make sure that your sound is on -- your volume is turned way up. At times, we'll be asking you to type in the chat box. I -- I guess I want to do a sound check right now. Can everybody hear me? Just be typing in "yes." It sounds like the sound keeps -- Okay, I see a lot of yeses. All right, great. Thank you. At times, we're going to be asking you to type in the chat box. It's located in -- to the right of the PowerPoint, and we'll be asking some specific questions with -- about that. We'd also like to point out that there's a Q&A box on the lower right-hand side. If you have any questions related to the presentation or other related topics, please type your question there. We have somebody monitoring that box through -- throughout the webinar, and we'll do our very best to get to all the questions and comments.

Of course, we have, as of now, 190 people on this webinar, so we might not get to everyone's question and comment. But we are downloading the chat room and the Q&A, and we will be sure to look at all this information to help inform future training and technical assistance opportunities. If for any reason -- one other housekeeping piece. If for any reason you get disconnected from the webinar, use the same link you used previous-- previously to rejoin. And I want you to know that we are recording this session, as I mentioned. So you will -- And we've also uploaded the -- the PowerPoint. It's in "supporting documents," which is located under the chat box, directly under "web links," and there are five supporting documents.

We will be using these throughout the presentation, the webinar, and there is the PowerPoint copy there at the very bottom. So you have that for downloading. If you click on the little box below, you can download those documents. I also want you to know that the supporting documents we're going to be using, we're going to be looking at the organizational capacity checklist.

We're going to look at Head Start Program Performance Standards that support dual language learners, young dual language learners, and also child care regulations that support young dual language learners. Those are all in the "supporting documents" box, and we have a very short one-pager on what is the PLA approach. And I will be -- I will call attention to both handouts as we go through. The final piece of housekeeping I want to tell you about is web links. Under there it says, "evaluation" in all caps. So you'll be able to fill out an evaluation at the end of the webinar, and we encourage you to do so, so that we will be able to improve and know what -- what is helping and what we need to do differently next time. So with no further ado, I am going to start looking at the Planned Language Approach.

Oh, before I forget, although this was developed with education managers in mind, please know that this information can be utilized by many people in your program -- in fact, it's encouraged -- and also in other early care and education settings. And we'll talk about this further as we go along. So, our session objectives for today is that we want you to be able to describe the components of the Planned Language Approach by the time you're finished. Now, this is an overview. The purpose is to help you become familiar with the Planned Language Approach and its resources so that you can begin talking, or continue talking, with program leaders in your education staff about how you might implement a Planned Language Approach with the help of these resources. So, the other piece is that -- The other objective is that you'll be able to explain how the PLA is a comprehensive, systemic approach for providing optimal language and literacy services to all children in each program -- in all program

options.

So, PLA is designed to support the highest-quality outcomes for all children in language and literacy by providing programs and staff with a comprehensive, coordinated approach that supports language and literacy development for all children. It helps integrate research-based approaches and practices, and it gives teaching staff key practices that support individual teachers' different levels of understanding and skills related to language and early literacy practices. Also, we want you to be able to describe how Head Start Performance -- Program Performance Standards and other regulations and early learning guidelines support implementing a Planned Language Approach. And finally, that you could -- you would be able to share these online PLA materials and resources with program leaders and staff. So I want you to note this is an overview.

We aren't going to be able to go into a lot of depth, but please know that we will be covering all of the -- all of the components of the Planned Language Approach as we go on. So the -- the other piece I want you to know -- we're going to weave in and out of answering these key questions when we talk about PLA, or the Planned Language Approach. That is the acronym we use. So the first question, of course, what is it? Those who don't know, you're probably saying, "Let's get on with it," which we'll do in a minute. Why do we do it? Why should we use PLA? And why does it matter? What's the research behind this approach? And then also very important is, how do we help -- how do education managers help program staff? How do you help teachers, home visitors, and family care -- child care providers and stakeholders, program managers, families, learn about and implement a Planned Language Approach -- Approach? And what are some strategies for sharing this information with staff and other stakeholders?

Finally, how does a Planned Language Approach support grantees and child care programs and other pre-k programs in implementing a program-wide coordinated approach effectively serving children who are dual language learners and their families? So, first let's take a poll and learn about how familiar you are with PLA and its online resources. And shortly a poll will be coming up that you will be able to answer. And the -- the options are "never heard of PLA," "heard of PLA but am unfamiliar with online resources," and "explored PLA resources online," or "in beginning stages of planning for implementing PLA in our programs." So I'm going -- Tanika is going to be putting that poll up for us. Okay. So people are quickly answering. I see, okay, a majority have either never heard of PLA or they've heard of it but are -- but are unfamiliar with the online resources. Perfect. And some have started to explore online resources.

Ooh, and some programs are even in the beginning stages of planning for implementing PLA, a Planned Language Approach, in our program -- in their program. And then "other." And maybe those are people who have not -- are in other programs or not education managers. Okay. So, you're in the right place if you've never heard of or have just started exploring. So, this is -- You're in the perfect place, I guess is what I want to say, if you are new to the program, the Planned Language Approach, and if you want to just get up to date on some more of the resources. So, the first thing I want to call your attention to is that the Planned Language Approach is an intentional, coordinated, program-wide approach. It organizes a complex body of information and research that's related to providing optimal -- optimal language and literacy services to all children. This approach ties to the Head Start Program Performance Standard under Subpart J, which we're going to get to a little later, which is related to program management and quality improvement and has to do with a coordinated, program-wide approach.

That's not the entire focus of this webinar, but it is -- it's an important point that we will come back to as we move along. Also, what the Planned Language Approach does is it helps clarify key decisions that programs need to make about how well they are currently implementing high-quality daily practices that support school readiness for all children. That includes DLLs -- dual language learners -- and it includes English-speaking children. And then what changes our programs may need to make to even improve the high-quality services they are already providing. So, this approach requires coordination of policies and practices within and between systems and at all levels to ensure the full and effective participation of all children, including dual language learners. And what -- The other piece I want to let you know about is that the handout that's called "What is the PLA Approach?" that

is under "supporting documents" is a wonderful one-pager that highlights how PLA incorporates proven strategies to assist programs in planning and implementing high-quality language and literacy for all children and in all settings, including classroom days, home visiting, early care and education settings.

So, there are five key components to the Planned Language Approach. All five components, they're listed on your screen. They're in that pie you see on the screen. There are five pieces to our Planned Language Approach pie, and they're equally important and essential for ensuring that all children make optimal progress in language and literacy. The five components are -- and I'm going to just briefly mention them. I'm not going into detail now. We will do that a little later as we proceed. But there is the research base, and the research base, of course, is -- it -- it includes the research -- there's research here about the Planned Language Approach, and there is research within each piece, each component, of PLA. Okay, I'm going to put my little arrow in the center for a dial. Now, The "Big 5" for All -- well, I can't do that -- is right here. The "Big 5" for All are the big five areas of language and literacy development that have been proven to be foundational to early reading and writing skills.

And they are the alphabet knowledge and early writing; background knowledge, which is especially important when working with dual language learners; book knowledge and print concepts; oral language and vocabulary; and phonological awareness. The Big 5, just to let you know, also are addressed in the language and literacy domain, and the goals that are listed there for the Head Start Early Learning Outcomes Framework for children birth to 5. So that is also another resource, but they're connected. And I guess that's the main point. Then I'm going to skip over here to the Home Language Support. And this is a very important component for children who are identified as dual language learners and how we support them in their home language as they learn English and as they continue developing in all domains.

Then there is the component that addresses specific strategies to support dual language learners. This is really important, as is the home language support, about how programs do this when they might not have resources in all of the -- the children's home languages, and by that, I mean the staff that speak that particular language. And then we will look at that in further detail. And also the last component is -- not in terms of importance -- but are Policies, Practices, and Systems. And that involves administrators and program managers, teaching staff, families, and the community; and we will look at that in more detail as we go through. So I think what's really helpful is to think about what PLA is and what it is not. And first of all, it's -- it's very comprehensive. It's systemic, it is research-based in its approach to ensure optimal language and literacy services.

And I've mentioned this a few times, but I can't emphasize it enough -- it's for all children, not just dual language learners. It's also for children who -- whose native language is English and they're monolingual, or for children whose -- who have a home language of English and another language, or two languages. Also, PLA is, again -- you're going to hear this a lot -- it's a coordinated, program-wide approach. In other words, PLA is not only a tool for teachers. Now, there are many, many wonderful tools for teachers within the Planned Language Approach, but teachers alone can't do this, right? It's a coordinated and comprehensive, program-wide approach that can and needs to be used by all staff in the program to provide effective and systematic services for children who are dual language learners and their families. This is also something that's now required in the Head Start Program Performance Standards in terms of the -- making sure that dual language learners are addressed and have meaningful access to and full participation in the services that are provided. Well, and I just covered the last bullet, right? It helps meet Head Start Program Performance Standards.

Also, it also helps meet the Child Care Development Fund Regulations, which also have as requirements of providing culturally and linguistically responsive practices and services for children and families. So it's also important to know what PLA is not. It's not a curriculum, and this is really important to know. It's not -- You're not going to throw out your program's curriculum because you are initiating a Planned Language Approach. In fact, it's the opposite. The curriculum will sit within a Planned Language Approach. You will find out how that -- that would work. Also, I want to make sure you understand, because it's a little overwhelming when you see all of these pieces, that PLA is not quick and easy to implement. It's not going to happen in a month. It's not going to happen in six

months. It's not going to happen in a year. And we'll be talking about that as a journey. And I see some comments about that already in the chat box, and that -- we'll be coming up to that in a minute. But it does take time to implement well. And, again, I've pointed this out -- it is not just for dual language learners, although it includes them.

So when and where is PLA used? Well, is it used just in one little time during your program day when you have a small or large group activity going on? No, it happens all day, every day, every child. That's the PLA mantra. So it's used whenever and wherever we are directly engaging with children and families for the purpose of language and literacy development. PLA can be used with all children ages birth to 5 in all early care and education settings, including child care, Early Head Start, Head Start, and other preschool programs. PLA can also be adapted for use in home-based and home visiting programs and for family child care settings. And as I mentioned just previously, PLA really is a journey for your program in terms of implementation. It takes about a four- to five-year commitment, or longer, we're finding, to have all the pieces of PLA up and running well, okay? But although it takes time to implement PLA systematically and well, programs still have to be implementing the Head Start Program Performance Standards now or child cares still needs to be implementing their child -- their CCDF regs now.

And so -- And the Head Start Program Performance Standards also now have an increased emphasis on supporting dual language learners, including that standard related to implementing a coordinated program approach to full and effective participation of children for dual language learners and their families, that part "J" that we're going to get to in a little bit, as well as part "C," the Education and Child Development Program Services, which I'm sure the ed managers on this webinar are very familiar with that section about providing culturally and linguistically appropriate learning experiences in language and literacy, and all domains for that matter.

We'll get into more specifics with that in a little bit. But during this webinar, as -- as we provide an overview of each PLA component and explore the accompanying resources and materials available on ECLKC website, think about how you're -- you're going to share this information with your staff and other stakeholders. But you can begin thinking about implementing this approach in your program. You might also consider doing this as part of your five-year grant and how you might implement the different components of PLA in stages over time as part of your continuous improvement plan. But first, let's explore why it's even important to use PLA. And of course, we come to one of the -- the key pieces here about changing demographics, right? And they're rapidly changing in our society. And what are the implications for that, for matching our practices to the changing needs of the children and families we serve?

Now, I'm not going to read every statistic on this slide; but I think some of the important things to think about is -- is over 60 million children speak a language other than English in the United States. Over half of the world population is bilingual or multilingual, and we do live in a global world at this point. But even in the U.S., 27% of children under age 6 are dual language learners, according to the U.S. Census Report in 2015. And according to Program Information Report, Head Start Program Information Report from 2016, nearly 30% of children in Early Head Start/Head Start programs are dual language learners, which mirrors the U.S. population, to the left, and then some.

And over 140 languages are spoken by Early Head Start and Head Start children and families. So the demographics that we're looking at here show the importance of -- of reaching all children. And these statistics support the need for early care and education programs to change their practices in order to fully support the changing needs of the children we serve because we're obligated, as you know, to do all we can to support the success of all children. And there are specific approaches and teaching practices, such as those in the Planned Language Approach, that help us do this.

So I want to just make sure that we're also grounded in what we mean when we use the term "dual language learners," that we have a shared understanding of what we mean by that. And -- And Head Start came up with this definition, and it pertains to children birth to 5 years of age. And dual language learners are those children who are acquiring two or more languages simultaneously -- in other words, from birth or within a few months from birth -- or they're learning a second language or another language while continuing to develop in their first language or home language. Now, their home

language might also be English, right? They might be -- If they're simultaneous learners, there might be English and another home language, or they might have English as a home language and two other home languages. And children might be introduced to English as a second language or a third language as a toddler. They might be introduced to it during their preschool years. So, knowing how long children have been hearing and speaking their home languages helps programs plan how to best support them.

But -- But how do program staff know if their children are learning multiple languages simultaneously or sequentially? How do they know? How do they learn from families all of the languages their children hear and speak? And there is a wonderful resource on -- that's available through the PLA resources, and it's also available in the Dual Language Learner Toolkit, which we're going to cover in a moment, to help programs and staff think about how they can gather this kind of language information from families. And we'll highlight that a little bit later in this webinar. The one thing I do want to say is it's really important to set this tone with families from the very first meeting, that dual-language learning is an asset, it's a strength. That's in our Head Start Program Performance Standards also, and that resources from the PLA can assist staff with this process.

And, of course, the more program staff understand everything the child knows in any language, the better they can support families in their efforts to help their child become fully bilingual or multilingual. So one last resource before we get into the program standards and regulations that support the Planned Language Approach and then look at each component is this wonderful resource for supporting dual language learners called the Dual Language Learner Toolkit. It's on ECLKC. The link is listed on the slide. We don't have time to go live. I had hoped we could, but we just don't have time. And -- And you will see links throughout this presentation. For your convenience, you can click on that when you download the webinar. And -- But what's -- what's really nice about this particular toolkit, it -- it contains multiple resources, and they're organized by three major audiences that have different roles to play in supporting dual language learners. And one is the administrators, managers, program managers.

Another audience that it supports are teachers, caregivers, and family service staff, and then there are families. So all of that is available here, and it links to a lot of the PLA resources. This particular toolkit also includes a seven-minute video on the -- on home language for success in school and life. It's in English and Spanish. It describes the importance of supporting children's home languages as they learn and master English and why it's important. And it's a lovely video that you can use with staff, so that's why I wanted to bring that up for you. I think -- I wanted to just say that it's really important for us to be grounded in what the Head Start Program Performance Standards are saying related to supporting dual language learners.

The Head Start Early Learning Outcomes Framework is also a resource that supports the Planned Language Approach, particularly the literacy and language domain. And we have Child Care Development Funds Regulations that support PLA. State Early Learning and Development Guidelines. Often not all, but some, talk about language and literacy specifically for dual language learners, but they specifically relate to language and literacy. And so -- And State Licensing Regulations for Child Care also, as well as Quality Rating and Improvement Systems, address the kind of equality of language and literacy services programs provide.

So we don't have time to go into detail with all, but I'm wondering if the slide could come up that shows the Head Start Program Performance Standards because I want to highlight attention to this because I wanted you to have a visual to be looking at. So this is one of the handouts in the -- the supporting documents you have. But I really want to call your attention down to the Teaching Practices section right here. And I know you all are probably very familiar with it. First of all that under the purpose, that a program must deliver developmentally -- developmentally, culturally, and linguistically appropriate learning experiences, but also under Teaching Practices, we have -- Whoops. It's not letting me do that. Okay, I'm going to get rid of that. It's also right here under 1302.31(b)(2) about the program serving dual language learners. They need to recognize that bilingualism/biliteracy are strengths and implement research-based teaching practices that support their development, okay? And then it goes into more detail, which I'm not going to list right now. But PLA specifically addresses

research-based teaching practices around language and literacy.

I also just want to quickly alert you to the final page of this handout, which is the Subpart J, Program Management and Quality Improvement. I will not come back here. We have a slide that's going to go into some detail on this. But this is the section that also talks about having a program-wide, coordinated approach so that there is full and effective participation of children who are dual language learners and their families. Again, we will talk about this a little later as we go on. And, Tanika, could you please put the PowerPoint back on? But it's important for education managers, as we get this presentation back up, to be aware of these regulatory influences on program practices because you want to ensure that the education services provided by your program address these standards, right? And you want to be able to help education staff make the connection between different approaches, such as the Planned Language Approach, and federal requirements.

Okay, so that is the piece I wanted to be able to share with that. Now we're going to start looking at the -- the specific components. And I see our time is already half over, so I might have to go through some of these slides quite quickly. But what I want you to know is this information is all online, and I am going to be showing you where that is. I think the most important piece about this particular slide and this component of the Planned Language Approach, about the research base, is that all the materials that you will be getting and using with -- online through this approach are grounded in research and they're evidence-based practices. So what we just read with those regulations -- if you're using the Planned Language Approach as it's described, then you are already meeting that, right, that standard, that program performance standard.

So it's -- it's also important that the slide we just used on the changing demographics, that PLA responds to those changing demographics and uses, again, research-based, evidence-based practices to support all children. And I know many of you have heard this and you know this, but I want to reiterate the importance of research-based practices because the careful and intentional implementation of research-based practices can ensure that each child is ready to read and succeed in school. Now, again, you can look at more of these things online; but I just want to reiterate that research has found that certain skills and circumstances predict children's success in learning to read and doing well in school. And it has identified language and literacy practices that work best when teaching culturally and linguistically diverse children. And this includes children who speak two or more languages, or dual language learners.

So this body of research already supports the Planned Language Approach. So the research provides - around language and literacy gives us a clear picture of the multiple aspects of early language development that provides children's ability to learn to read, which we're going to be looking at in a little bit in the Big 5, and also identifies specific predictors of future reading ability and how they influence school success. Again, the Big 5 is very important in this. And research also has come out unequivocally that all children have the capacity to learn language, that their brains are wired to do so, and that they do it at their capacity to do so, that bilingualism is an asset, it's a strength. They've also come up with tons of research now that knows the value of supporting home language development as children continue learning and acquiring English.

And because home language places -- plays a central role in identify formation, it has -- children who are dual language learners and -- and are more bilingual in both languages show increased cognitive flexibility, increased selective attention and memory skills, and also the importance of home language in later school success, even in English, in things that are English. And also I just want to briefly talk about that research also points out that there are similarities among all young children, right? Those who are learning one or several languages and those who are monolingual. But there are also big differences between children growing up with one language and children who are dual language learners.

Children who are dual language learners may learn some ideas in one of their language-- languages, such as counting, such as categorization, but they learn other things in their other language so that their vocabulary and their skill development is distributed across one or more languages and cultures. And there's also great diversity among children who are dual language learners, right? They are not the same. There's individual differences of temperament, interests. Children have different cognitive

capacities. There are children with special learning needs, et cetera. So we can't just put them all in one bucket either. They are individuals.

So as previously mentioned, there's a link for you to look at more of the research base if you would like to. But I think the key things to remember is that language competency is crucial to children's school success, and the Planned Language Approach brings that research together. It also brings out practices and strategies you can use. And the research base, also, it assists programs in making decisions about program policies, curriculum instruction that are based on key language development research prenatal to adult. So PLA helps with that. The other piece I just want to make sure that you understand is that every single area, every single component, in PLA -- the Big 5; Policies, Practices, and Systems; et cetera -- includes their own set of research base to reinforce those practices and those strategies and ideas. And then there is also research in this particular play-based component.

Okay, I am going to need to move on. So why do we need -- These are the resources that are particularly under this particular PLA component. Just so you know, they're listed on ECLKC. It talks about why we need the approach, the key research that directs it, et cetera. You can read this slide at your own leisure. I also want to just inform you there are three brand-new resources that are under this research component, the research base. And they are called -- There are three new resource briefs, and they're under the DLL Primed and Ready to Learn series. They're one-pagers.

Well, there's two sides to it. But they're called Hearing Language as Learning, Growing up as a Dual Language Learner, and Cognitive Benefits of Bilingualism. And they give -- they highlight some of the most current research, and they provide actual examples of teaching practices that are based on the research and link to some PLA resources. So those are great short resources that can be used with program staff. So let's get to another piece of our pie. Policies, Practices, and Systems. So for any -- for children to close any achievement gap that they've experienced when they've entered Head Start or Early Head Start, or what's perceived as an achievement gap and can be an opportunity gap, programs must have clear systems in place that support high-quality instruction. But these systems have to be built system-- systemically, right? And that's where that coordinated, program-wide approach becomes key. Everyone is involved. Every single staff person and family should be committed and motivated and support strong systems every day.

Since language and literacy progress is essential for every single young child, there must be a key system-wide practices and policies that incorporate all levels of any ECE program. So this is going back to that Head Start Program Performance Standard that we talked about earlier, subpart J. And I just want to make sure that people understand the how of what that particular section of our Head Start Program Performance Standards talks about. And it talks about -- or addresses how programs systematically and comprehensively need to address child and family needs so that DLLs and their families have meaningful access to program services, and are able to have full and effective participation. And what does that mean? Well, first of all, if you look at this slide, you need to be able to know the languages and cultures in your program. So community assessment of languages spoken is critical. And then the next two bullets have to do with identifying community resources and establishing collaborative relationship partnerships with community organizations.

We know Head Start programs do not exist in isolation, nor do early care -- other child care programs. So they're all working together. They're all many systems and resources there in communities, so it becomes really important to do a coordinated approach. In doing a coordinated approach, make services available is to be using all of those and to have collaboration. So the other thing the Head Start Performance -- Program Performance Standards outlines is that to facilitate meaningful access to program services, that means at a minimum programs need to address how the curriculum, instruction, staffing, supervision, family partnerships with bilingual staff, oral language assistance and interpretation, and translation of program materials are addressed, and that those things are available and accessible for children who are dual language learners and their families.

So one of the things -- This is a really important tool that I want to call your attention to that's listed in this piece of the PLA pie under -- I never get this right -- Policies, Practices, and Systems. But it's an -- It's to track implementation of PLA. So, how you're going to provide high-quality language and literacy practices and helps you measure progress, track progress in each of DLLs' languages, and then

to continue to expand and strengthen language and literacy services. The link, again, is on the slide. I want to alert you that although this tool is center-based, it can be modified to support home-based programs and child care -- family child care. It's divided into two sections, and I think this is important. The first section talks about the agency commitments and wanting to -- And that's about making sure that all managers, board members, policy council members, and staff are committed to the vision of providing high-quality, research-based language and literacy services. The second section is of particular interest, I think, to education managers, and that is actually called Systems that Integrate Language and Literacy into the Fabric of the Program.

Now, it lists -- Also, human resources is involved in the staffing and hiring. There's translation and interpretation services that come up in this organizational capacity checklist. There's also about effective, high-quality teaching practices. And so it provides program-wide systems a way to track and measure how to specifically integrate their strong language and literacy practices into their programs, and then actively seek to continually improve those services and positive outcomes. So I really encourage you to look at that. That is one of your supporting documents. It's a document that I think is very important to bring home to program leaders and -- and to share.

Also in this section -- And, again, I don't have time to go into depth, so the next three slides are just very quick. But I want you to know that under the Policies, Practices, and Systems pie slice, there are also -- there's a wonderful resource called Classroom Language Models. And Classroom Language Models are part of a program-wide approach that promotes optimal language in early literacy development for all children. What these models do is they explicitly delineate what languages adults are going to use as their language of communication and instruction, and how language is going to be used to promote the development of children's languages throughout the program day. So that includes things like not just during a specific reading time, although it includes that. This is about during teacher-guided, intentional and effective teaching practices during transitions, during interactions, et cetera.

But it clearly states how language is going to be used and which languages and by whom of the adults. So there's four recommended classroom language models. This particular -- We could spend a day just talking about this. So this is a very quick overview. But there's four recommended models based on research. Each one is different, but they can all achieve high-quality outcomes that promote children's language and literacy. Some are recommended for different age groups, and all of them share common goals in terms of making sure that children receive high-quality language -- strong language models and strong literacy practices, but there are things that are unique to each model also. So there's the English with Home Language Support for birth to 5. That is when the teacher is speaking English, maybe doesn't speak the home language. It happens a lot in multi-language classrooms or you just don't have staff that speak that home language. And that particular model, teachers still need to be giving and providing home language support to dual language learners. Then there's the Dual Language Model, the 50/50 model.

And there's Home Language as a Foundation for English Development. That is basically -- And we don't have time to go into this. That is used primarily with birth to 3, at least in Head Start programs, in terms of -- with the focus being on home language development and then just exposing infants and toddlers to English language activities and experiences, whereas English with Home Language Support and even Dual Language, the emphasis is on both the home language and on English. And then there's the English Only, for children who only know English, and that is birth to 5. So I want to be really clear before we leave the -- the classroom language models that the choice of a classroom language model depends on a number of factors.

And you have to be able to address that all children and all teachers bring different languages and experiences. And so given that reality, programs need to look at their language goals for their children served, right? What are their priorities? How many and which languages do the children bring, and what are their background experiences? And what languages do your -- does your staff speak well? So each model intentionally matches children's learning with the strengths of the teaching staff. So once chosen, programs must train and provide ongoing support and supervision to staff to assure they're implementing the model with fidelity so children make optimal gains.

Again, one model isn't better than the other. They all have different characteristics and values, and you really need to be looking at staff and child languages to make that determination. All right, moving right into -- Oh, and we only have 13 minutes left. Okay, so I'm going to go quickly through this. This is The "Big 5" for All. This is a really important -- It's been identified. These are the five areas that are foundational in the development of language and literacy in young children -- alphabet knowledge and early writing, background knowledge, book knowledge and print concepts, oral language and vocabulary, phonological awareness.

I don't have time to go into every one right now, but I'm going to call your attention once more to the Head Start Program Performance Standards Subpart C on pages 1 and 2 of that handout that talks about teaching practices. And this addresses those teaching practices. Also, of course, the Early Learning Outcomes Framework has a connection with the Big 5 as well in the domains of language and literacy. Now, young children need to develop skills in each of these Big 5 by the end of their preschool years if they're going to become successful readers by the end of third grade, okay? Research has proven that. Reading at grade level by the end of third grade is a key predictor of children's academic success and obviously our goal for every child.

That's why we must do a great job during these early years to assure children develop all the way -- all the key skills to the highest levels they can. I want to ask you -- or just really quickly go over why the Big 5 matter, and I won't go into detail. But even though we don't teach reading to infants and toddlers in preschools, per se, we, along with children's families, play a key role in laying the foundation for reading. The oral language we use and the language and literacy experiences we consciously provide are critically important, and we know that reading is at the core of school success and long-term achievement. We know that oral language is the foundation for learning to read. so it is so important what experiences we are giving children and that we are including all children. And again, we talked about specific predictors of reading success that have been well-established. So I'm going to just quickly say that -- that this is a great research study that -- that talks about, regardless of poverty level, how children were able to thrive in preschools when teachers did certain practices. But I think a summation is all I will do right now. And that it's important that children's daily experiences, we know that they drive their development, and their earliest experiences are connected to later outcomes.

And you all know this. Developmental domains are connected. And they're connected in many ways, and one of those ways is language. So intentional support of children's learning is key, and literacy and language practices are key, high-quality. These are the resources that are available on ECLKC. They're just some of them. But there are wonderful, wonderful resources at this link that tell -- that give additional Big 5 materials. All -- And each Big 5 area -- so alphabet knowledge and writing, oral language and vocabulary, et cetera -- each starts with the big picture, right? It gives an introduction to that particular area. Then for each Big 5 topic, there are strategies for parents and families. There are strategies for caregivers and teachers, and there are also tip sheets.

There's even one extra tip sheet that focuses on strengthening emergent literacy and oral language through asking parents, family members about what their children already know and enjoy in their home languages. And of course the Early Learning Outcomes Framework, I'd be remiss not to mention that. That includes resources specific to language and literacy as well. So now I want us just take a poll because I think you probably all are already implementing pieces of the Big 5. So what pieces of the Big 5 are already being implemented in your program-wide -- in your settings? And they're listed right here, and so you might be implementing some or most of them. And then the questions you might want to ask yourself is, are they being implemented in every setting program-wide, or is it just in isolated classrooms -- isolated settings? Are there areas of the Big 5 that are being implemented but need to be implemented more consistently and/or more effectively? So I'll give you a minute to look at those. I see a lot of people are looking at alphabet knowledge and early writing.

Okay. I also see that we now have 272 attendees, so please keep polling in. Okay, what I saw from that is that there were a lot of people who were doing alphabet knowledge and early writing, some phonological awareness. A background knowledge, if I'm remembering correctly -- that went by fast, I think was lower. And book knowledge and print concepts was higher. So these are areas -- and this is good to know -- these are areas, then, that you'll want to be thinking about, right, when you go back

and talk about the Planned Language Approach with your programs. So let's look at home language support, as this is so important for school readiness and school success for children who are dual language learners because it is tied directly to mastery of their home language, right?

This particular component houses resources and handouts on the importance of supporting dual language learners' home language as well as tips for doing so. It's for parents and families, caregivers, and teachers. I also want to alert you to the Head Start Program Performance Standards in section 1302.31 that talks about teaching and the learning environment. And we -- They talk about that effective teaching practices for dual language learners, a program must recognize bilingualism/biliteracy as strengths. And for an infant or toddler dual language learners, that would include teaching practices that focus on the development of the home language.

And for a preschool age dual-language learner, it includes teaching practices that focus on both English language acquisition and the continued development of the home language. For infants in toddlers, it's just exposure to English, but for -- for preschoolers, it's -- it's equal. so home language support is critical for a variety of reasons. As I mentioned before, home language is the vehicle by which children, young children, develop their identity. They're learning and developing emotional intelligence through their language because language carries culture, right? You can't separate it out. So they're learning valuable -- invaluable social skills, how to navigate their social world. They acquire cultural knowledge through their language. It is embedded. And they develop and understand concepts through the language, through their home language so that they are learning a great deal in their home language before we ever see these children, and we want to be able to access that to the greatest extent we can.

Okay, I'm going to keep moving. Children use their home language. They transfer their knowledge and -- and skills across languages, right? Not all, and those are the pieces we bridge for children. What is different and same in -- in the different languages? But many studies show that there are many skills that transfer, knowledge and skills across languages. So skills that are developed in a child's home language support reading in English and later school success -- in English, too. Children's home language is the foundation of their school readiness, including their acquisition of English, because they build their second language on top of their first language.

Uninterrupted development of the home language during the first five years enables children to continue developing their knowledge, skills, and attitudes. And so I want to let you know about this amazing resource on home language support. The importance of home language is also linked to school success, right? And we talked about this somewhat earlier, so I just want to reiterate. Phonological awareness in Spanish predicted English reading scores. Oral language proficiency in Spanish predicted later English reading scores. And the Office of Head Start "Multicultural Principles" -- There's a link here.

It -- It gives a much more complete discussion on the research about why it's important to support the home language. Also, related resources in Dual Language Learners Toolkit, which we've previously talked about. These are the resources I want to call your attention to that are in ECLKC that are so valuable. It's called the Home Language Series on the left. It's a series of four documents about the benefits of being bilingual. The Gift of Language is written for families of dual language learners, and it's written in -- I can't remember how many languages are online already. I want to say seven, but I can't remember the exact number, but you will find it online. The Language at Home and in the Community is another one of the resources, and that's written specifically for families and offers eight things families can do every day to help their children continue to learn their family's language and succeed in school. And then there's Language at Home and the Community for Teachers, and it gives you ideas to share with families, and it's similar to what's written for families. So I encourage you to explore those resources. I also encourage you to look at the resource on the right, which is about gathering and using language information that families share -- shared. I alluded to this earlier.

This is a fantastic tool and resources for collecting information from parents and family members on the background on children's language experiences and their individual characteristics. So this particular tool gives information about -- it helps -- it gives you suggested questions so you can learn about language background. It also tells you what you can learn from that and why it matters. It also

gives you questions to find out if they're simultaneous or sequential learners, without asking that directly. It gives you questions to think about for language -- to find out about what language the child prefers, about their home language experiences, about English language experiences, and individual characteristics of the child. So this is really a fantastic tool to get more information. We're on the last PLA component.

We have two minutes, I see. Oh, my goodness. I'll see what I can do. Maybe I can hang on for an extra 5 minutes here or 10 minutes to see if we can keep going. But I wanted to give you this last PLA component. There are -- on specific strategies to support dual language learners. There is a plethora of materials in this component, and -- and it gives specific strategies to support DLLs for infants, toddlers, and preschoolers, okay? Here are the names of some of them. It's about creating environments that include children's home languages and cultures. It's about having support culture and about how to include within your program. It's how you can model language with infants, with toddlers, with preschoolers. So I'm not going to go through every one, but it's a fantastic re-- There are fantastic resources here. Also, resources not listed on this slide that I have found that teachers are especially grateful for and love, is the resource on how to use bilingual books.

Because we have bilingual books, but teachers, even when they have staff who speak the children's home language, they don't always know how to best use them. There's also materials on selecting culturally appropriate books in languages other than English, so you have some guidelines for doing that. There's also a resource on selecting and using culturally responsive children's books. So there's some really wonderful resources in addition to code switching. Why it matters and how to respond is also listed here. So I really encourage you to explore those resources and to share them with your program. Phew, I think we got through all of the PLA components. All right, I know that was a lot of material. I just want you to take some time to look at what you're already doing to support dual language learners and their families 'cause I know a lot of you are already doing things. So if you could type in the chat box what some of those things you are doing right now to support dual language learners, and I would like to highlight a few of those as I see them rolling in.

Okay, I'm also seeing information about further webinars, training materials. Thank you for typing specific things in.

This is -- Okay, training for parents in their language, some are doing. Hiring staff who speak a language other than English. You have bilingual aides that support translation and interpretation. Oh, and some are obtaining language surveys, and I'm thinking that's the home language surveys. And getting books. Oh, it moves so fast I'm having a hard time isolating. But I really love that I'm seeing a lot about books in families' home languages. That is so important, to have materials that reflect the children that are in our programs, right? So that is wonderful. Books are a wonderful way to start and to do that, whether or not you speak that language.

The materials sent home in the home language. As people keep typing, I just want you -- us to be thinking about what our next steps might be, about how you might be sharing this information about PLA with your education staff, your program leaders and your parents. So I think things to keep in mind is who do you need to have conversations with about implementing PLA program-wide? And if you're going to be talking with education staff, with teachers, home visitors, family child care providers, what's the information you want to give them? What's the information you might want to take back to your program manager or to your director, right? Or even your governing body, your policy council, you know, with your different players.

So I think those are some really important things to start remembering and to be thinking about. Some people might think about forming small groups to explore components -- a separate component of PLA with staff. So if you want to type anything in about your ideas or who you want to be sharing with and what you want to be -- what your next steps are, that would be great. I saw a lot of posts that talked about wanting more training, which is great. But think -- think about how you're going to be taking this back.

And if you would please share that information in the chat box -- just take a few minutes -- that would be wonderful. And also, do not forget to fill out the evaluation. I see that you're going to be sharing -

- One person said they're going to be sharing the information at the education team meetings and parent meetings -- fantastic -- and site-specific training. Fantastic.

A lot of people definitely want more training.

[Laughter]

Oh, and I see lots of people are about home language surveys. Yes, that's a whole nother topic we could cover. Great for a staff training, yeah. And then what is going to be emphasized, right? I mean, because there is so much to PLA, really thinking about how that's going to look. And I see some people have mentioned about sharing with the Education Advisory Committee and Policy Council. Fantastic. Also, I just want to let people know that we are going to present -- be presenting to directors, program leaders, at the Leadership Institute that's happening in Chicago next week. So hopefully, people are going to be receiving this information in many different levels and different roles in your programs. So thank you so much for joining us today.

I know it was a lot. I look forward to looking through the chat box and the questions and ans-- and the Q&A and just looking to see what everyone has commented and said.

So thank you, and good luck at the beginning stages of your PLA journey.